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**Difference between the academic and everyday
life English language**

ثائر سعد عدنان

-A- المرحلة الثانية

This article examines the characteristics and differences of academic and conversational English in the second language classroom. While academic English is the language used by the educated and needed to succeed financially in society, conversational English refers to the common and familiar language that is used in everyday, ordinary situations. Academic language includes cognitive, linguistic, and social/psychological components. Some aspects of those components can be taught; others are less useful, while still others may be counterproductive to teach.

Scholars tend to distinguish between academic and conversational English. Academic English refers to the language used by the educated and is needed to function at the university level and beyond. Conversational English is the language used in everyday, ordinary situations. Unfortunately, second language learners often fall into the conversational English usage category. Many of them have been schooled for several years in the United States , yet they still display striking deficiencies in reading and writing in academic contexts. The situation is very frustrating because there is clear evidence that some educators are still unaware of what academic English is and the situational obstacles related to it (Wong Fillmore & Snow, 2000; Ferris, 2002; Ferris & Hedgecock, 1998).

If students want to achieve socio-economic success, it is imperative that they are able to perform at the appropriate academic level. And performing at this level can be a continuing struggle, since academic English entails “multiple complex features of English required for long-term success in public schools, completion of higher education, and employment with opportunity for professional advancement and financial rewards” (Rumberger & Scarcella, 2001, p. 1).

While today's efforts are directed to teaching the basics, second language learners frequently fall behind when it comes to educational excellence. Scripted programs have become the norm and have replaced teachers' creativity and initiative. The need to emphasize approaches that target the instruction of academic English is more important than ever. Cummins (1981b) postulated the existence of two different types of English, the academic or Cognitive Academic Language Proficiency (CALP) and the conversational or Basic Interpersonal Communicative Skills (BICS). Although this dichotomy has been controversial since the beginning, there is agreement among scholars about what academic English is and the characteristics that conform it. According to Scarcella (2003, p.1), academic English is "needed to challenge the tenets of those in power who use it ... without knowledge of academic English, individuals may be excluded from participation in educated society and prevented from transforming it".

Academic English is essential for those who want to succeed in international schools and workplaces. We use academic language to describe and comprehend complex ideas, process higher-order thinking, and understand abstract concepts. It is through the use of academic language that students read, write, listen, and speak about the topics they learn at school.

When a Vietnamese student enters an international school without prior exposure to academic English practice, she faces a disadvantage compared to her friends, and may struggle tremendously when it comes to academic language. For example, if the topic is Social Studies, an English-speaking student will have a lot more background knowledge than a non-English speaker. Thus, to survive in international schools, it is crucial for Vietnamese students to start developing their academic language in English early

because they will need this knowledge in order to succeed and understand more in-depth information that they will learn in future schooling.

So, if you are planning to send your children abroad, get them ready: since academic language is the language of school, prepare your child to acquire good academic English skills, beyond just the capability of everyday

Since Academic English contains many low frequency words, students have to find an environment where they can practice and practice as much as possible. Some students already have a basic understanding of English skills, such as recalling and memorizing, summarizing and writing short paragraphs. All they need is more high-level vocabulary words to increase their ability to express their ideas and knowledge.

Academic English can be gained by providing students with engaging topics and many authentic opportunities to practice it.

Perhaps you or your colleagues have taught a student, who, like Carlos, gave every sign of being fully "fluent" in English, only to find that the student struggled on more academic kinds of assignments.

Many students, including English language learners (ELLs), have difficulty mastering the kinds of academic language needed to succeed in school, especially if they have never been explicitly taught how to use it. These students include long-term ELLs, students who have attended U.S. schools for much or all of their education but have not yet mastered the language of school.

At the same time, many educators have never learned how to teach academic language since language has traditionally been considered the domain of English as a Second Language (ESL) or English language arts teachers. Yet the use of academic language is more important than ever in preparing students for academic and professional success, particularly in the era of rigorous college- and career-ready standards (such as the Common Core State Standards) that require an increased use of academic language in and across all disciplines.

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